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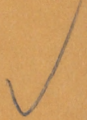
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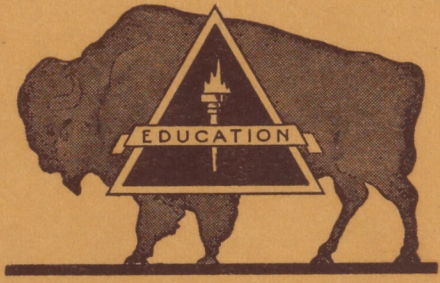
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Faculty of Education

BULLETIN No. 11, DECEMBER 1947

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An Address To The Summer Session In Education

DR. R. O. MacFARLANE, *Deputy Minister of Education*

Mr. Chairman, Ladies and Gentlemen:

IN some seventeen or eighteen years of residence in Winnipeg, one of the phenomena of the west, or at least of this particular section of the west, at which one never ceases to marvel is its capacity to absorb speeches. Apparently it is contrary to the mores of this part of the world for more than three people to eat together without a speech. The public seems to take it as part of its public duty. Whether these speeches serve any useful purpose, I have long since questioned, but apparently it is part of the ordeal. I have often thought it would be so much nicer to enjoy your hospitality, to sit around and talk to various individuals, than to have to inflict an address upon you. However, the laws of the Medes and the Persians are strict, and the mores of Western Canada on after-dinner speeches are not to be escaped.

There are two phases of departmental policy in which many of you will be interested. The first is the new grant structure introduced at the last session of the legislature. In case some of you are not familiar with it, I will review the structure. It is so simple that you would wonder why there should be any difficulties. It simply says that every school district will have \$1,400 for every authorized teacher in that district, for a taxation rate of six mills in municipalities, and ten mills in unorganized territory, calculated on the balanced assessment. The legislative grant is the difference between \$1,400 and the product of six or ten mills.

Let us look at the general principle on which this rests. What we are really doing is applying the principle of equalization, within definite limits, across the Province. We are saying to every school district that for a certain set rate of taxation, it will have

\$1,400 per authorized teacher. Everything above that they must raise by a special tax on the lands of the district. Up to that point, all districts are on an equal footing. What we have been trying to do, is to work out a system of provincial support to provide as far as possible an equal educational opportunity for every youngster in the Province within the orbit of local control. We haven't done it completely; it cannot be done. But we are trying to get some type of machinery that will enable us to get closer to it. We have had to work out a compromise, but it goes very much farther than anything before. The estimates for the Department of Education jumped last year from slightly over \$3,200,000 to \$5,160,000 and there is a serious responsibility in seeing that this new money is spent wisely.

If you have these inequalities, there are only two ways you can iron them out. One is to increase taxation on the people at the top; the other to have some external source of revenue to pull the people at the bottom up. This latter is what the Dominion-Provincial Agreement enabled the Government to do—to provide sufficient increase in grants to raise the districts at the bottom to the \$1,400 level, so that we do not have to increase taxation on the better of districts, except in a few cases, such as where the general levy was under six mills, and in them it will be taken up to that rate.

This is generally considered a sound principle. It is a fairly deep-rooted tradition in democratic societies that nobody likes to pay taxes. Everybody is in favour of increased government spending, and decreased taxation. It is very hard to make people realize that you should not do things by taxing somebody else. You cannot run a democratic system of government until you have a sense of responsibility,

until every man feels that this is his money that is being spent, and demands that he get value for his money.

The second thing that may be of interest to this group is the curriculum. You will recall that the Department promised two years ago that it would carry out a three-year plan of revision of the curriculum: grades I to VI the first year, which was done; and VII, VIII and IX the next year, which we are doing. We are short only the music curriculum at the moment, as we encountered press difficulties in the printing of the scores. It will be out by September or shortly after.

And now we come to the most serious phase of our curriculum revision. There was not very much difference of opinion as to what should be done on the I to VI curriculum—cleaning house here and there, a better sense of proportion, a 25-hour curriculum in a 25-hour week. With the Junior High there was a little more trouble—there are more specialists in Junior Highs, and they had to be restrained. It was pointed out that the week would be divided—alloting so many periods to each subject. The specialists were then asked to shape the course that could be taught in this time.

Now we are coming to the point where we are running into a very essential difference of opinion as to what education is about at this level. On the one hand, you have a group, very enthusiastic and full of arguments in favour of all branches of technical education; on the other an equally sincere group who believe that the salvation of the world rests in the study of the classics. Between the extremes there are all shades of opinion.

Academic education can be provided relatively cheaply. One of the things we are going to be faced with when we go into the technical field is that it is going to be more expensive. We have to have equipment; we have to have specially trained teachers. If we expect to produce results, we have to have teachers who not only know a great deal about the subject, but who also know how to teach it.

Technical schools are not likely to spring up over night, but we have to

have a curriculum before we have the schools. If the Winnipeg By-Law passes in September, a school will have to be built, which will take time. Then the school will have to be staffed. A school of twelve or fifteen hundred requires a fair sized staff. There may be such numbers of teachers of technical subjects available, but they are not too easily found. And this is only one of the fields into which we propose to go.

There are several reasons why we are going into these fields. The academic courses are not being accepted by 50 per cent of our potential secondary school population. Those who are not in school cannot benefit from the present course of study, no matter how good it is. I don't want to give the impression that we are approaching this problem in a negative way. The proposed course has many positive virtues. This spring I went to look at a small composite school in North Dakota. I went to it because it was small, and well established—it was started in 1913. It has about 225 students, teaches four courses—academic, commercial, agricultural, and home economics, in grades IX to XII. Many things in that school impressed me very much. I asked the principal, "Have you any trouble justifying this school to the public?" He said, "No: we just have to ask one question—is agriculture in this country in any better state because of this school?" In other words, the school is a part of the economic as well as the intellectual life of the community. Its worth is not open to argument; it is demonstrable by fact, and is accepted. It is a thriving institution.

One other thing I encountered there. I was in the shop. The instructor is a graduate of Wayne University, had worked with General Motors for several years; and I asked him, "How about standards?"

He said, "There are certain things they must do."

"Suppose a student cannot do them?"

"Then I send him upstairs to try one of the other classes. I am no more qualified to teach morons than those fellows."

Too often it has been assumed that anyone who cannot pass exams in academic subjects will be able to live up to the requirement of a technical course. Here there is room for doubt. Right from the start we must maintain a standard that is comparable with that required in other courses. If we have a standard, there must be people fail. That may be the most old fashioned idea, but are there any worthwhile courses in which everybody has the competence to be successful, much and all as we would like to see everyone pass.

There is a question of intellectual integrity involved. It would seem that the education of a boy or girl in agriculture, commercial subjects, home economics, general shops or academic subjects has certain things in common. Intellectual integrity is one of these things. You can work from the answers in the book no more successfully in technical than in academic courses. Another thing that is common to both is standards. If we have standards, people are going to fail; and nobody likes to fail. But this problem must be faced. I wonder how the student is going to react when he gets out into the world, after we have built him up to the belief that he is as competent as everybody else in all lines of endeavour. What are we training people for? Are we training them to live in this cruel, highly competitive society of ours, or in a hothouse? These, it seems to me, are principles that apply across the board in Latin, in Greek or in General Shops.

There is no intention of abandoning standards or the basic traditions of education as we move into the technical field. We are proposing to move into these fields and devote 50 per cent of the students' time to technical education. But the technical schools are not trade schools or vocational institutes. Their purpose is the same as any other High School's—to educate competent and well-balanced young men and young women.

To many an academic teacher, the new emphasis on technical education

is not too acceptable. To them it could be said—one half of our High School age group is not attending school at all. Some of the others in school are taking the present course, not because it is what they want, but because there is no alternative offered. But let me try to illustrate what I am trying to get at. We state that the purpose of teaching geometry is to teach the process of pure deductive reasoning. Then we set an examination paper which can be passed by rote memory. If a paper were set which tests reasoning, a large number would probably fail. Are we really teaching what we profess in these fields? Are we teaching French, or a text book? History, or a text book?

What I am asking is that you contemplate this revision in terms of a broader approach, leading to the same basic educational goal which we have always sought. I do not know that I would care to state too dogmatically what the goal is. It is easy to say that you want to train good citizens, useful to society, able to think and to have opinions of their own. It is easy to say these things, but difficult to teach them.

This is what I would like to leave with you. As we go into this field, we are not departing from time-honoured principles. Nobody is going to be allowed to go through High School on the basis of manual dexterity alone. All students will have to master the fundamental principles which have long been agreed upon.

We are not going to have a curriculum which will be fully satisfactory to everyone. But we will have to make a start and to do the very best we can, and on the basis of that start, and of our experience, we will be able to build year by year until we have secondary school curricula in five or six fields, which will meet the intellectual, social, moral and economic needs of the young men and women of this Province.

A Course In Training For Teachers Leading To The Degree of Bachelor of Pedagogy (B. Paed)

THE plan projected, herein, is designed as the framework of a three-year course of study leading to a professional degree (Bachelor of Pedagogy) for teachers of experience who do not hold the degree of Arts, Science or an equivalent degree in academic studies. Admission to the course shall require that the student be the holder of an acceptable Grade XII standing, an acceptable rating in one year of normal school training, and have had a reasonable period of successful teaching experience.

Courses leading to the degree (B.Paed.) shall comprise both academic and professional courses taken simultaneously, in residence and/or by means of Summer Sessions. The entire course requirement shall be the equivalent or correspond generally to the requirements of the Second and Third Years of the General Course in Arts and Science and in addition, four courses in Education, of Bachelor of Education quality shall replace four courses in Arts, Science or the equivalent thereof, so that, a candidate completing the degree of Bachelor of Pedagogy may, if he so desires, complete the degree of Bachelor of Arts in one year.

ADMISSION REQUIREMENTS

1. A Grade XII standing, the average mark for which shall be at least 60 per cent.

2. A permanent First Class Professional certificate.

N.B.—The 60 per cent average standing for Grade XII may be waived when the applicant has had a record of at least three years of satisfactory teaching experience.

THE COURSE OF STUDY

A. First Year Bachelor of Pedagogy

The first year of the three-year course of study shall provide for a

substantial body of subject-matter applicable to the academic programme of the school. A selection of four courses of equal weight shall be from among English II (compulsory), History II or Economics II (compulsory), French II, Latin II, German II, Mathematics II, Chemistry II, Botany II, Zoology II, Physics II, Geology II, Music II. During the same year a beginning shall be made in Education with a choice of one course from Advanced Educational Psychology, the Psychology of School Subjects, or Mental and Achievement Testing.

B. Second and Third Years

The academic studies of the second and third years of the course may be adapted according to student professional aims as follows:

COURSE I

Students who desire to teach at the high school level, and who have in mind the completion of the Arts or Science degree at some future time, shall meet the Grade XII matriculation requirements and shall choose academic subjects for the second and third years of the Bachelor of Pedagogy course from among the following:

- (a) An additional four units from the second year of Arts or Science, a language if not already elected.

- (b) Sixteen units of the third year of Arts and Science from among the following subjects which are applicable to high school teaching: English, History, Government, Economics, French, Latin, German, Mathematics, Chemistry, Physics, Botany, Zoology and Music.

- (c) Twelve units, three courses in Education, shall be required in the second and third years of the course.

COURSE II

Students who desire purely cultural and professional training, leading to

the degree of Bachelor of Pedagogy only, may enter with either the Senior Matriculation or Normal School Entrance requirement, and may choose for the academic requirement either third year Arts and Science subjects or a sequence of third and fourth year Arts and Science subjects from among English, History, Economics, French, Latin, German, Mathematics, Chemistry, Physics, Botany, Zoology, Philosophy, General Psychology, Sociology, Music and the History of Art.

During the second year one additional course in Education may be substituted for that of a third year subject in Arts and Science.

DISTRIBUTION OF COURSES

The distribution of Academic and Professional courses across the three years of study leading to the degree of Bachelor of Pedagogy shall be as follows:

Course I

Having a B.A. or B.Sc. and B.Ed. degree in view at some later date.

Units of Work Pertaining to Each Year

	First Year	Second Year	Third Year
Academic Studies	16	12	8
Professional Studies	4	4	8

Course II

Terminating in the degree of Bachelor of Pedagogy (B.Paed.).

Units of Work Pertaining to Each Year

	First Year	Second Year	Third Year
Academic Studies	16	12 or 8	8
Professional Studies	4	4 or 8	8

ADMINISTRATION

The work of each year should be completed before entering upon that of a senior year.

Students electing Course I shall have their courses reviewed by the Dean of Arts and Science and by the Dean of Education, otherwise registration shall be under the Faculty Council of Education.

The holder of the degree of Bachelor of Pedagogy upon obtaining the degree of Bachelor of Arts, or Science, or an equivalent academic degree, may surrender the said degree of Bachelor of Pedagogy and have the degree of Bachelor of Education substituted therefor, but may not hold both the degree of Bachelor of Education and the degree of Bachelor of Pedagogy.

CERTIFICATION VALUES

As the course leading to the degree of Bachelor of Pedagogy is intended primarily for teachers in the public school grades, I to IX, the holder thereof will be granted the teaching privileges which the Department of Education now extends to the holder of a First Class Grade "A" Certificate. This entitles one to teach in the elementary school, to be principal of an elementary school, to serve as assistant in a two-room high school and to apply for a Principal's Certificate valid in a one-room high school.

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The Problem of Meeting The Curriculum Demands of a Changing Secondary School

D. S. WOODS, *Dean of the Faculty of Education*

MY contribution to this series of country elevators, two drug store discussions concerns changing secondary school curriculum demands, clerks, one an R.C.M.P., two school some of the reasons therefore, something of the conflicting issues arising thereabout. In the time at my disposal, I shall be unable to treat all three aspects of the problem adequately.

The secondary school is now accepted in democratic countries as a part of the common school of all the people, open to adolescents as far as Grade XII, and increasingly subject to compulsory education from the ages of 14 to 18. The tendency has been to move the compulsory age limit upward. Apart from compulsory legislation, the trend in city school systems in Canada and the United States has been toward enrolment of the total population of secondary school age. This varies of course in times of war and peace and in times of depressed or normal economic conditions. Nevertheless the trend in cities is toward total enrolment.

The appeal of the secondary school to adolescents in rural areas has not been of equal strength. In 1944 only 589 boys outside the cities of Winnipeg and Brandon made application to write Grade XI and 288 to write the Grade XII examinations. A follow-up study of pupils entering Grade XI over a 14-year period in the one-room high school of a good farming area in Manitoba showed that of 28 girls, ten had attended normal school, one the university (Home Economics), two business college, two nursing schools or 19 in all had taken further training. Of 14 out of the 28 who had married, six had taught school, then married farmers, three had lived at home, then married farmers, one had clerked in a store, then married a farmer, the remaining four had married into vocations other than farming. Of the 22 boys, two became grain buyers in

country elevators, two drug store clerks, one an R.C.M.P., two school teachers, one a waiter in a beer parlor, one a mine laborer, one an insurance agent, four farm owners, four office clerks, one carpenter, one garage mechanic, two attended University, graduating in engineering. Three of the fifty boys and girls entered the practical professional courses of the university.

Whatever may be said on behalf of the mental and social training afforded, certainly the purely academic programme offered by this school bore little relation to the future vocational activity, possible interests, of these young people, and did not send them forward into the less practical courses of the university. Probably one would be safe in venturing the opinion that the small number of boys in rural parts, farm, village, and town, who seek the Grade XI or Grade XII matriculation, or general course standing, is due in a measure to the lack of challenge presented by the narrow academic curriculum of the secondary school, prevalent in all types of rural community.

The city system has endeavored to provide for the broader learning interests of these young people and now seeks through the proposed Technical Institute to carry many of them still further along lines of study having a bias toward the practical. Surely, out in the rural parts, across the entire life of a secondary school pupil, there should be equivalent opportunity for the study of agricultural science, agricultural mechanics, rural economics and the home making sciences. The problem is much more one of interest than it is one of mental ability. There is an abundance of evidence that the pupil of average ability can manage the academic programme of secondary education if given time. But many of these young people have ambitions

which lead them toward the practical rather than the purely professional pursuits. In any case there are not many openings in the professional vocations, comparatively speaking, and it is their right, in senior high school, to say nothing of the gain to society, that they should be thinking in terms of a gainful pursuit, just as may be true of the professionally minded. To be in a measure vocationally minded is one phase of the idealism of adolescence.

Permit me to present yet another fundamental reason for the broadening of the secondary school curriculum, one basic to public interest.

Curriculum changes represent new demands and needs and are the natural outcome of significant developments in industrial, agricultural, commercial, political and social situations. Recent changes in these areas reflect the influence of scientific thinking applied to production, to distribution, to exchange and to the demands of every class of society for healthful and comfortable living standards. Stimulated by two world wars, the public mind, within a very brief space of time, compared with former world movements in education, has become possessed of the importance of science and of the mechanical in human welfare, to the point where these subjects are winning vital places in the curriculum of the secondary school, as did art in the 13th century, and the classics following the revival of learning in the 15th and 16th centuries.

There is nothing modern about this process of infiltration. Any tense thought movement seeks to perpetuate its beliefs in the training of present and future generations. Pressure upon the secondary school has been from without, the schoolmen trained in another belief giving way but slowly. So it is that in addition to the philosophical and classical attitudes as to the nature of the secondary school curriculum, other values are in process of becoming permanent factors, therein. In its newer aspects there is involved a demand for widespread intelligence on matters economic, political and social; a renewal of emphasis on music and art; awareness of the meaning of science in health and gen-

eral physical welfare; and some vital contacts with the tools and ideals associated with mastery in one or more of the many practical pursuits by means of which the majority of people earn a livelihood. The secondary school of today is being challenged to add the working tools of learning for these broadening fields and that to the multitude rather than to a select few. It is a stupendous undertaking.

Some of the Issues Involved

The school can do that job only in proportion as logical, learning structures have evolved which can be utilized for learning purposes. As a matter of fact the school becomes a willing contributor to the better organization of knowledge for instruction in new fields. The process is now under way in the fields of the social studies and branches of the practical arts. Just as science won its way and is widely accredited as a field of learning, so will time place approval upon other thought structures when they have won equivalent status. The English Committee in the Spens Report of 1939 gave voice to this point of view when stating:

"If there is to be subject-matter preference we would choose religion and morality, and health and physical education, with English as a great unifying factor throughout. All others would be on a parity, some more valuable for one and some for another."

Secondly, the school can undertake instruction successfully in new fields of learning in proportion as it trains teachers well versed in the field to be learned by the pupil. For a time we are compelled to depend upon teachers drawn from a practical occupation but who are unacquainted with the professional side of teaching, and who are frequently limited in general academic training to an extent which prevents their harmonizing within the total school pattern. The latter always presents a problem when the tendency is toward a limited field of specialization. This of course applies to all members of the teaching profession and would suggest the importance of some vital acquaintance with the practical studies on the part of those whose specialization is within the academic

subjects. Now it takes a considerable period of time to raise up a well-rounded staff of instructors in a new school curriculum area and to devise adequate measures of attainment of instruction therein and we must be patient in the face of failure until maturity has been achieved.

The problem of the broader curriculum at work in the school gives rise to several fundamental issues which are related to pupil success, and which are hampered in their solution by the traditional status accorded older subjects as well as by traditional administrative forms, and by the means of financing the necessary administrative structure and broader curriculum. There is the problem of distributing the total population of secondary school age to many subjects of study. There is the problem of realignment of the arts, science, aesthetic and manual arts courses in order that the individual may major in one field of subjects and participate in some of

the essentials to general understanding in the few areas which should be common to all. There is the problem of a different and more difficult yet necessary provision for rural areas in contrast with that which may be undertaken in a city school system.

Finally, there is the influence of the university entrance requirement. Happily, in this regard, universities have shown a disposition to accept the interested and capable student without 100 per cent regard to courses taken prior to entrance. Maybe we shall some day arrive at the stand taken by the University of Chicago—admit them regardless of too great attention to the nature of the course taken prior to entrance and settle the problem of type of course or ability to continue within the university after evaluation of the probable success of the student, studied within the university atmosphere, and after a period of guidance under university direction.

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Problems of Pupil Adjustment In the Secondary School

HARRY L. STEIN, *Associate Professor of Education*

THE purpose of my discussion this afternoon is to get you to understand how the secondary school is trying to meet the needs of its pupils. Twenty years ago only a small percentage of elementary school pupils entered high school and most of them did so to prepare themselves for college. Many of them did not complete the programme, and of those who did, many did not go into institutions of higher learning. These young people found that they could continue their education for their life's work by immediately entering some occupation, and getting their training on the job.

The situation today is quite different. The majority of young people continue to attend school up to the end of the tenth and eleventh grades. Not only does the high school now receive those who are preparing for college, but it has also the responsibility of caring for those who know that they are going to leave school for the business of life at the end of high school. As a result, today we have an extremely heterogeneous group, some desiring college preparation, but a large number desiring little more than to remain in school until they reach the age at which they will be accepted into business and industry on an adult basis.

Now if we were to measure the heights and the weights of all the boys in a large high school, we would find them ranging from about 4 feet 8 inches to about 6 feet 2 inches in height, and from 90 to 190 pounds in weight. This extreme variation in physical characteristics has a very close parallel in the variation of the mental and social characteristics of these same boys. If we were to give an intelligence test to these boys, we would find them distributed in ability to learn in much the same way as they are distributed in height and weight. Some would have very lim-

ited ability to learn, some would have ability "to burn," and a large number would fall in between these two extremes. These latter are the run-of-the-mill students who regularly make progress year by year through the grades, and who eventually form the backbone of our solid citizenry. As Abraham Lincoln once said, "The Lord must love the average man because he made so many of them." At the same time, each of these boys and girls is an individual personality, with special abilities and needs of his own.

Now how is the high school endeavoring to meet the needs of these students with such wide individual differences. Obviously it cannot provide an individual teacher and an individual programme for each personality. Some attempt must be made to satisfy individual requirements by means of the available classroom organization. The public school system does try to provide within itself a variety of organizations to take care of individual differences. Furthermore, educators must have in mind the fundamental principle that they must care for the education of the whole child—that the intellectual needs of the pupil, while they are important, must not be emphasized to the neglect of the social and emotional requirements. If the school were concerned only with intellectual needs, it might be inclined to retain some of the slow learners in the elementary division. It realizes, however, that the social needs of the pupil must be considered, and as the pupil matures he must maintain his contacts with pupils of his own age and social interests. It is thus that the secondary school is confronted with a complex of problems of adjustment which it must organize itself to meet.

In the elementary school, the pupil has acquired the tools of learning. In the high school, the student must develop the means of putting to use the

tools he has acquired. The aim of the high school, then, is to equip the student with the means of attacking life problems rather than actually to help him solve them. For this purpose the modern high school has several divisions.

The health and physical education department provides in a number of ways, for caring for physical needs. The programme is common to all students regardless of intellectual ability. In the academic departments, provision is made for differentiation and adjustment on the basis of (a) intellectual ability as measured by previous school achievement, and (b) the future plans of the student. At present, in the larger schools, two courses are provided, one for those students who are planning further education, the other, the high school leaving course, for those whose formal education will end in high school. The problem of adjustment in these departments is to set up courses which will take care of the varied needs and interests of the students. In the matriculation course, the pattern is set by the colleges and the University. In the general course, however, a fairly long list of options is available. The solution of the problem lies not so much in the number of courses available as in the extent of differentiation within the courses.

For example, every student needs to learn to write and speak clearly, to read with comprehension, and to appreciate good literature. To expect every child, however, to reach the standards of the author or the connoisseur, is to set standards which, for many, are unattainable. What is needed then, is flexibility in materials, methods and standards of achievement, to meet the individual differences. This may mean changing some of our ideas about standards, but if the high school expects to serve its clientele according to its needs, it must cease to think and act in terms of the traditional programme, and develop an organization to meet its commitments. The traditional rural situation in which one teacher must teach **one** course to **all** the students in three or four grades must eventually give way to a larger organization in which facilities will be

provided for caring for the individual. Commercial departments, industrial arts and domestic science departments must be provided on an equal footing with the academic departments, and while the quality of the work demanded in these departments should be no less than that of the academic departments, the provision of these facilities will assist the problem of pupil adjustment.

The most recent addition to the secondary school programme is a department which is variously referred to as the guidance counselling, or personnel department. The functions of this department have always existed in schools where good teaching procedures have been the rule. However, the increasing complexity of our society has brought upon us the realization that this service should be provided to students not on a hit-and-miss basis, but organized in such a way that every student who needs it shall be able to take advantage of the recently developed techniques of educational and vocational counselling.

These techniques include a determination of the student's mental ability with a view to finding out how well he may be expected to achieve in his high school studies. They include an examination of his past school record, an inventory of his personality and his vocational interests with a view to finding out whether or not he (a) has selected the right course, (b) is doing as well as he might be expected to do, and (c) has made his vocational plans in line with his own interests and abilities. The techniques are designed also to reveal special deficiencies in the tool subjects, so that remedial measures may be suggested. Personality problems are very often discovered. Inefficient study methods are discussed, and occasionally, a disciplinary problem comes to the fore.

The philosophy underlying the counselling programme is nothing more than the need of understanding every aspect of the student with a view to his adequate adjustment both in the school and out. The only difference between modern counselling techniques and what were formerly considered good teaching practices is that in recent times scientific methods have

been developed for analysing individual differences. Intelligence tests, aptitude tests, standard achievement tests, cumulative records, trained interviewers, and trained analysts all are part of the service designed to assist the student to make the most of his high school opportunities.

I would like to conclude this discussion, with a brief reference to the place of the parents in this whole programme of student adjustment.

In the first place, I know how difficult it is for parents to examine dispassionately the interests and abilities of their children. Nevertheless, if parents are going to be of any help to their children in assisting them with the selection of their educational programmes and their vocational future, they must be prepared to examine the facts carefully, and without bias. They must learn to recognize their children's weaknesses as well as their strong points. They must learn to consider their children's own ambitions as well as their ambitions for their children. It will be said, of course, that children of 14 to 17 cannot be expected to know what is best for them, and to some extent, this is probably true. At the same time to err in one direction is as bad as erring in another. The parent who completely dominates a child's

every act and situation is just as reprehensible as the parent who is so disinterested as to allow the child to go his own way without any thought of assisting him over the rough spots in his career. The 'teen ager's school life is too short to allow for too many errors in judgment or decision. All decisions should be made upon as complete a knowledge of the facts regarding the child's intellectual status as possible. The child who has found it particularly difficult to make his way through the grades should not be forced, because of parental ambition, to enter a course in which he has little likelihood of success. At the same time, the child who learns easily, and who has been able to make better than average progress through the elementary and junior high schools should not be advised to select a course in which his aptitudes are not used to the best advantage. The high school of today earnestly desires to assist every student to make the best possible selection of his educational and vocational programme with due regard to his potentialities. In any system of mass education, the problem of individual pupil adjustment is most serious, and requires the co-operation of everyone concerned with the education of the child.

The Problem of Keeping The Curriculum Of The Secondary School Humane

W. M. HUGILL, *Associate Professor of Latin and Greek*

TODAY in the City of Winnipeg, where I am speaking, the citizens who value the rights which our forefathers won at great cost are exercising one of the precious privileges of democracy. They are marking their ballots to decide several important questions. I would like to repeat that this balloting is no meaningless sham, as it is now unfortunately in too many countries of the Old World, and may be even here if we do not continue to use and jealously cherish our suffrage. Among other issues, today's ballots will

decide who shall represent us on the School Board, a decision not to be lightly made. These ballots will also decide whether the City of Winnipeg shall have in the near future a new technical-vocational school. I am not going to discuss the plans for the new school. I mention it merely as a reminder that educational problems are among the most vital issues of the day.

You will have been reminded of that fact again when you read recently in your newspapers that a committee of

American experts on education visited Winnipeg to inaugurate a complete survey and appraisal of its whole school system from many aspects. This survey will continue through the year and cost the taxpayers a handsome sum of money. You have heard it said on the best authority that where your treasure is, there will your heart be also. So I take it that the people of this community are really interested in education. If so, they are only keeping pace with developments in the United States and in Great Britain and in many other countries.

Two years ago in the United States a book was published which has already become a famous landmark in educational thought. It is called the Harvard Report on General Education in a Free Society. The President of Harvard University notes in the preface that it cost the university \$60,000 in special expense and many times that amount in time and effort of the men who gave themselves freely to the work.

In 1945, also, the Vice-Chancellor of Oxford University was brought to Toronto to deliver four lectures on "Education and its Tasks," which you may have heard reviewed on the CBC last winter in the programme, The Readers Take Over. Shortly before this visit of Sir Richard Livingstone, the Government of Ontario had bought and distributed to all the high schools of that province, another of his books on Education, which they must have regarded of considerable value and significance. If any of my listeners are readers of the American news magazine called Time, they will have seen in the number for the 8th of September last an interesting article about another Oxford Don whose peculiar and unusual genius is producing books on religion and education which rank as popular best-sellers. I am not thinking of Mr. Lewis's Screwtape Letters, but of an equally remarkable pamphlet called 'The Abolition of Man.' Mr. Lewis is anxious, of course, to prevent the abolition of man, but he fears that certain trends in contemporary education, if not arrested, may produce that unhappy result. He is not referring

to the atomic bomb, but to a mere insidious spiritual annihilation.

I could go on for a long time, if I had it, enumerating further symptoms of a widely prevailing suspicion that somehow or other our labyrinthine systems of education have got bogged down in a morass of well-meant endeavor leading most of us know not whither. But since we cannot afford further time for the collection of evidence, let us try to make a simple statement of the common conclusion of all these extensive surveys and studies.

The first step is to recognize that our schools and school systems are suffering from congestion which results in confusion. The congestion is due to several causes. Obviously, the school population is increasing and the age of school leaving has also risen. This does result in over-crowding but not necessarily in confusion. It does not take an expert to see that more children require more room or rather more rooms. The more serious kind of congestion or crowding is due to the multiplicity of demands made upon the school by a more complex society. At the same time that the school is expected to train young people for an ever increasing variety of future careers, it is receiving ever less support from its two historical allies, the home and the church. This is a matter for profound regret and we may fervently hope that the trend may be arrested or reversed, but the present fact forces itself upon our observation. In former days, a very large share of the responsibility for moral training and the discipline of character was naturally assumed by home and church. Nowadays the tendency is to expect the school to take over this responsibility when its programme is already taxed with more and more practical subjects asking for a place in the curriculum. In this dilemma, the school betrays one of the weaknesses of democracy; it has tried to be all things to all men and has satisfied none. The result is confusion.

The confusion which I have mentioned; has now reached an acute and aggravated condition because of political and economic crises which affect

the whole world, but it has long been gathering in our systems, and as English-speaking peoples have a tradition for seeking practical remedies rather than theoretical cures, different treatments at different times have been used to relieve the ailment. For example, in some cities we have provided Commercial High Schools in which business courses were stressed, or we have built Technical High Schools to emphasize the crafts and applied arts. Quite a different demand has apparently been satisfied in wealthy communities by the interesting increase in private schools, which profess to give greater attention to the training of character and the cultural arts. This differentiation of the high school into diverse types was a practical response to local demand and seemed satisfactory in an age of peace whose political philosophy was liberal individualism. We lived in a society which enjoyed greater wealth and greater power than any other. We had no enemies and feared none. We were concerned chiefly with the pursuit of individual ambition and the satisfaction of personal freedom. It was a democracy of only one dimension.

Then came two great wars and a depression between them, which shook our institutions to their foundations. As if they were not enough to shatter our smug complacency, there followed a still greater challenge in the rise of a totalitarian ideology which persistently and ruthlessly condemns democracy and all our ideals of personal freedom. This is the challenge which we are now facing, and the reason why the books have been written which I mentioned and why educational authorities everywhere are re-examining our educational system. Our eyes have been opened to some of its weaknesses. Two facts about it have become crystal clear. The first is that in science and scientific education we are second to none. Our great advances in scientific and technical education did enable us to match and overcome our opponents. In the second place it is equally clear that our one-sided emphasis on science and the technical arts has left us exposed in the hour of victory to at least as great a danger as we faced in war. The proof of this statement lies in the

notorious fact that large groups of our own citizens have lost faith in democracy and openly advocate a change to totalitarian institutions. We are becoming a house divided against itself which is in danger of falling. For two generations we have been seeking diversity in education at the expense of unity. "Unity in diversity" is an excellent motto and is in perfect harmony with democracy, but diversity without unity leads to chaos and collapse.

What then is the key to unity, and how may it be fostered in the nation and in the school? How may we revive and keep alive a faith in freedom and the basic institutions which our forefathers have evolved through so many generations, and to which we owe whatever advantages we possess? How may we preserve our tradition of freedom? "Tradition," ah, yes! That is a word which many people nowadays have been taught to fear. But do they like "revolution" any better? We must have one or the other. Our tradition has been one of gradual evolution, or as Tennyson once expressed it "a gradual broadening down from precedent to precedent." It has been so with our government. It has been so also with our schools.

We shall not preserve it by vain repetition nor by merely drilling certain doctrines into unthinking minds. Nor shall we preserve it by neglect. It can be preserved only by the same thoughtful study and the same emphasis which we have been giving to science. The place for study and the place for emphasis is in the school. Am I proposing to add some new subject to the curriculum? Heaven forbid! There are so many subjects on the curriculum already that they have produced congestion and confusion as I have said. The need is for a new life and a new vitality in some of the subjects that have been tried and tested by time and experience. The need is for more attention to those subjects whose content is the embodiment, the actual story of those traditions which we prize. I mean literature and history. History is a plain statement of the truth about ourselves and our traditions. Literature adds the charm and illumination

in the light of which history is appreciated and understood. The best literature embodies the best traditions. Tradition is the only common link that binds all the varied groups and countless individuals of a nation together. Our only hope of unity depends upon the emphasis which we place upon those subjects which embody our traditions.

If I stopped here, one might jump to the conclusion that I referred only to Canadian history and Canadian literature. Again Heaven forbid! Canadian history and Canadian literature are very important, and Canadian unity is supremely important. But of all peoples of the world we Canadians should be the last to limit our horizon by national traditions alone. We are members of a great commonwealth. We have learned from childhood to think in terms of a world-wide fellowship of free nations. Our traditions are largely transplanted to Canada from two great European nations, Britain and France. The literature and history with which we must have some acquaintance, therefore, will include great masterpieces from the hands of French and British writers who can best interpret our heritage to us.

Even this is not enough. We have learned again in the bitter school of war that the British Commonwealth cannot stand alone. If we learn the lesson well, we may finally understand

that "Nationalism" is as great a blunder as "Isolation." So we turn the eyes of hope upon the United Nations. And in school we must turn the eyes of the mind upon the tradition of unity among nations. This at least will involve some knowledge of the Roman Empire, for Rome was the latest example in history of a state in which national boundaries were done away, a state which enjoyed one government but many cultures, a state which exemplified the principle of unity in diversity. This is one of the great lessons that Roman history has to teach us, and I must add that the political principles for which Rome stood are best absorbed through some acquaintance with the Latin language which embodies them.

The heart of the matter is this. The proper study of mankind is man. If the abolition of man is to be prevented, we must appreciate and preserve the greatest of human achievements. The best and most direct approach is through those studies which we call the Humanities, such as literature, history and the language arts. In that way alone shall we keep education humane. We know so much about things and we know so little about each other or about our fellow men. That is why we quarrel and cannot agree. That is our greatest present problem—to make education more humane. Thank you.

Administrative Problems In Meeting The Growing Demand of Secondary Education

DR. R. O. MacFARLANE, *Deputy Minister of Education*

ONE of the significant facts about our secondary school system is its growing importance. In 1918 there were 3,493 students in Grades X, XI and XII in Manitoba. By 1930 this had increased to 3,767, and last year there were 12,619 in these same grades. Were we to go back 50 years, rather than 30, we would find an even more marked increase in the number of secondary

school students. These figures reflect the increasing importance attached to this phase of the education of our young people. In the early days few attended secondary school unless they intended to go on into the learned professions such as: the Church, Law, Medicine or Teaching; and the secondary school courses were intended primarily to meet the needs of these students who

were preparing to attend the University.

In more recent times, however, the purpose of many of the pupils attending our secondary schools has changed. While there is a larger number now proposing to proceed to the University than in former times, yet this larger number is but a relatively small fraction of those in our high schools. It is now felt, and rightly so, that every boy and girl should have the opportunity to attend a secondary school. If we are to maintain the way of life which we cherish, with our freedoms and our democratic traditions, it is very important that this opportunity should exist, and be utilized.

Much and all as the number of our secondary school population has increased, by no means every young man or young woman of secondary school age is to be found in our schools today. In Manitoba we have something over 56,000 young people between the ages of 15 and 18 years of age. Of these at the present time, 23,186, or roughly 41 per cent are in our secondary schools. Thus, it is readily seen that while in recent years we have attracted an ever-increasing number of young people of high school age to our schools, there still remains a good deal to be done in this connection.

There are several reasons which might be advanced to explain why our pupils do not complete their high school courses. Sometimes it is because of economic circumstances; in other cases, it is distance from a high school; but often it is because a boy or girl does not wish to continue with his or her studies on the curriculum which has prevailed and which was designed for a smaller group who planned to go on to a University training. It was an entrance requirement rather than an attempt to hold the interest of young men and young women who were not planning to proceed to the University. It has provided good sound training in the subjects for University entrance, but except in a few of the larger centres, little attention has been paid to the various aspects of a more general education.

To meet this situation it is now proposed to widen the scope of subjects available in our high schools. Five courses are being planned, namely: the academic course; one in Home Economics; one in Agriculture; one in the Commercial subjects; and one in General Shop. The academic course is being designed to provide a broad general education in traditional subjects, and also to meet the requirements for University entrance. The various general courses are planned to enable a student to spend approximately 50 per cent of his time on special subjects, such as: Shop, Home Economics or Agriculture, and the remainder of his course is made up of those subjects which will equip him with the knowledge that he requires to become a good citizen, as well as a good technician. These subjects will include: English, Social Studies, General Mathematics, General Science, Health and Physical Training. The main objective of these courses is not primarily to turn out expert technicians but rather to provide a **good general education** through the medium of these general subjects. It is expected that these courses will be ready for the next school year, and while only the larger schools, for reasons of staff and equipment, will be able to teach the complete programme, all of the smaller secondary schools will be able to offer at least one of the above-mentioned courses.

The growing demands of the high schools necessitate, not only these changes in curriculum which we have noted, but will also make increasingly heavy demands for teaching staff. The present shortage of fully-qualified teachers has been almost as serious in high schools as in elementary. The staff of our colleges and collegiate departments must be recruited from University graduates who have had an additional year's professional training at the Faculty of Education. Through the war years the registration in this faculty of the University declined, but fortunately, it is once again increasing and there are now over 50 University graduates preparing themselves for secondary school appointments next year. It is expected that the increase in University enrolment in the other

faculties will provide, within the next two years, a further increase in the number who attend the Faculty of Education to equip themselves for secondary school teaching. With Assistants in the two-room and Principals of one-room high schools, while it is not essential that the teacher hold a University degree, it is desirable that they have the broadest possible basis of academic training to ensure success in their work.

The training of staff for the General and technical courses involves certain special problems. In Agriculture and Home Economics the type of training desired is provided through the Faculties of Agriculture and Home Economics at the University, plus a year in the Faculty of Education. In the Commercial Courses, additional training in such subjects as Shorthand, Typing and Bookkeeping is needed in addition to requirements for a regular collegiate certificate. In General Shop, the teacher must be a craftsman, as well as an instructor, and provision is being made at the Manitoba Technical Institute for special training for teachers who desire to enter this special field.

Increasing enrolment and the prospect of still further increases have placed a serious strain on the accommodation available. Many of our high schools, especially in the smaller communities, were built many years ago when they were quite adequate to meet the needs of that time, but ever-increasing demands have made many of them obsolescent, if not obsolete. In the past 15 years, the necessary economies of the depression period, followed by the scarcity of materials in the war years, have imposed serious limitations on building programmes, and there is a real need at the present time for renovation and expansion in many of these schools, to enable them to take care adequately of the requirements of a modern high school course.

The same thing is true of the equipment which many of the schools can place at the disposal of their students. The original small laboratories could take care of the number of students who presented themselves in the early years, but in many cases now this ac-

commodation is not nearly sufficient. Libraries, too, will require expansion. While every school now has the beginning of a collection of books, it takes time to build such collections up to the point where they can provide all the reference and supplementary material for the courses which are being offered. More and more attention is being paid to the work which a student should do on his own initiative and every effort should be put forth to provide the best possible library facilities in every secondary school in the Province.

The new general courses will require special equipment, whether it be stoves, refrigerators, sewing-machines of the Home Economics course, or the lathes and hand-tools of the General Shop course. Such equipment and the accommodation to house it, is expensive, and while we cannot expect to acquire all the equipment that is desirable overnight, we should point our sights toward the objective and proceed in that direction as rapidly as circumstances permit.

The growing demands of secondary education inevitably raise the problem as to the extent to which the small high school can meet the situation. While it will be readily admitted that the small school cannot undertake all the courses outlined above, it should still be quite possible for our small school to provide a very satisfactory level of instruction in one of these courses, and our curriculum is being planned to enable these small units to continue to render the same valuable service to the community as they have done in the past.

On the other hand, certain fields of education, particularly the more general fields, can only be presented in schools which have a sufficiently large student body to spread the overhead costs over a fairly large number, so that the cost per student will not become exorbitant. In the cities and in the larger towns this does not present any serious problems, since the numbers of students are already there, but in the rural districts it will require some changes in our administrative system, if the full opportunities are to be extended to the young people of these districts.

The Department has endeavored to achieve this objective through plans for large school areas, the first of which came into operation on the first day of January of this year, and comprises the Rural Municipalities of Dauphin, and Ochre River, and the Town of Dauphin. A composite school adequately staffed and equipped to provide all the courses, opened in September of this year, and is making very satisfactory progress. Under this plan every boy and girl in these municipalities has an opportunity to take any course at the secondary school level, which he desires, to fit him for the occupation that he has chosen to follow in later life. It is through this plan that the Department seeks to carry as far as possible the educational advantages which are available in the larger centres of population to the rural sections of the Province.

The last, but not the least of the administrative problems that I should like to mention, is the financial one. For many years our grant system was based on a flat legislative grant of 75c or \$1.00 per day per teacher, in all districts rich or poor. The remainder of the funds required to operate a school had to be raised by a levy on the lands of the school district. Obviously, those districts with low assessment and with a large school population had a much heavier burden to carry, if the same standard of education was to be provided, than did those with a high assessment and a small school population. To help meet this situation some five years ago, the system of equalization grants was instituted to help the weaker districts to carry their load. This year, a further change was made by which the Province increased its grants over all by \$1,900,000.00 and carried the equalizations principle further. Under this system every rate-

payer in organized territory pays a general levy of six mills on his balanced assessment, and in Unorganized Territory, 10 mills. Each school district then receives from the Municipality and the Province a combined grant of \$1,400 per authorized teacher. The authorized number of teachers is based on the enrolment of the school district. This is to say, in effect, that each school district will have \$1,400 in return for its tax payment of six, or ten mills. Funds required above \$1,400 will be raised by special levy on the lands of the district. In addition, to this legislative grant, every secondary school receives \$500 per teacher—except the continuation schools, which receive \$350 because the teacher does not devote his whole time to secondary school work. Through this support it is expected that all school districts in the Province will be better enabled to meet the educational needs of the community. A substantial step has been taken toward providing a more nearly equal educational opportunity for every child in the Province.

The list of problems outlined above is by no means exhaustive, but it is seen that the need for changes in the curriculum, of providing more and specially trained staff, of increasing accommodation, of meeting the special problems of the small school, and of financing these policies, all stem from the increasing numbers of boys and girls who desire, and are entitled to, a high school education, and from our changing objectives in secondary school education, which at one time was solely to train a limited number of young people for the University but which has now become a much broader problem of training for every walk of life, and training them in such a way as to ensure the continuance and improvement of our democracy.

Message From The President of The Summer Session, 1947

WILLIAM FRIESEN, B. A.

I WOULD like to extend greetings to all those students who wrought and sought in the education classes of the past summer school session. I shall carry with me many pleasant memories of the weeks we spent together. On behalf of the student association I would like to express our thanks to the members of the Faculty Staff, Dr. D. S. Woods, Dr. H. L. Stein and Mr. J. Katz, for their constant efforts on our behalf and their patience in bearing with us. To Miss Black, newly appointed to the staff, we extend our welcome and assurance of co-operation. Finally, to those who have concluded their studies in this faculty we extend best wishes for a successful and happy future.

The activities of the 1947 session were very similar to those of the year before. This may be taken as an indication of our satisfaction with the changes made by the previous executive. The major emphasis this year was on lawn bowling, but the other activities were not neglected. One return to the days before the war was to be found in the re-opening of the residence. This added noticeably to the feeling of good fellowship and solidarity that prevailed in the student body.

Presidents in past years have dealt so ably with trends and tendencies in education that I feel that whatever I might add on this subject would be insignificant by comparison. A re-reading of the message of my immediate predecessor in the presidential office has indicated to me how difficult it will be to follow in his footsteps. Fortunately, his message was of a general nature and this will be my excuse for confining myself to a few specific points concerning educational trends, as I see them, in the Province of Manitoba.

Problems that currently challenge the minds of educators are many in-

deed. I shall deal with but one, however, the problem of giving a fair deal in education to the children of rural Manitoba.

That the rural schools of Manitoba are in a deplorable situation today is common knowledge, but there are some factors relating to it that in my opinion have not received sufficient attention. I should like to draw your attention to two of these, the teacher training programme and the attitude of teachers and people in general to the occupation of agriculture or life on the farm. Owing to limitations of space the discussion will of necessity be very sketchy and inadequate.

Recent trends in teacher training have tended towards inculcating in the students a philosophy of education that stresses the functional ends of learning rather than the mere memoriter processes. Although it is my opinion that we have not fully found our feet in this new approach, I believe we are travelling in the right direction. An important feature of this method of teaching is to make the work of the classroom more purposeful and more practical in that there is more active participation by the pupil in the total learning process. A question which arises at this point is whether the training received by the teacher-in-training at present is itself practical enough to give the necessary experience to enable him to succeed in his own work later on, or whether it is still highly theoretical. I am inclined to believe that the latter is the case. This is not said in a spirit of criticism but with the purpose of looking at our problems realistically. Our teacher training institutions are making commendable efforts to cope with the present situation, but the conflicting views of education, the tendency to extremes in a time of change, and the current lack of sufficient suit-

able teacher material make their task one of major proportions.

Despite the theoretical improvement in teacher training I believe the problems a beginning rural teacher has to face today are twice as numerous and difficult as they were twenty years ago. Here are some of them: (1) She is expected to employ a method of teaching which was not employed when she went to school and of which, therefore, she has not the first-hand experience of the reaction of the learner to such methods. (2) While in training she acquired practically no experience in the use of the newer methods and has had very little opportunity to witness their being successfully used by others. (3) The constant acceleration in our daily living and the many new developments of modern science have added a complexity to what needs to be learned that has not been matched by a corresponding increase in the capacity of the human mind.

Taking into consideration the difficulties that face our best-trained teachers and the fact that almost half of our one-roomed rural schools have teachers that have a small fraction of the training that teachers in such schools had a decade ago, one wonders what effect a change in the curriculum, such as is now being affected, which makes greater demands than ever before on the training and ability of the teacher, will have on the education of the rural pupil.

The attitude of people in general and teachers in particular to agricultural occupations has a very important bearing on the problem of giving a fair deal in education to rural children. Some years before I began teaching I was painfully surprised to learn that there were a great many people on our farms who did not wish to be there; they seemed to feel that farming was one of the lowest of all occupations and that only a man who was "too dumb to do anything else" would farm. This view was, and still is, prevalent among even quite prosperous farmers. Concrete evidence of it may be seen in the population trends of Manitoba during the last thirty years. There has been

a distinct decrease in the rural population as compared with an increase in the urban. That the reasons for this are not entirely economic is evidenced by the fact that there are a few agricultural areas in Manitoba, on the average no more favored by nature than the rest, where there has been a considerable increase in population with no corresponding drop in the standard of living.

Part of the blame for the unfavorable attitude towards rural life may be laid at the feet of the teachers themselves. Obviously they have not done enough to make clear to their pupils the many real advantages of the life of the farmer. Too often they have felt and shown little interest in the life and occupations of the agricultural communities in which they taught. Frequently they were sons and daughters of farmers and had entered the teaching profession as a means of getting away from farming and everything connected with it. Another way in which teachers have done little to develop an appreciation for rural life is in the alacrity with which they accepted positions that took them away from it. It is only too well known that the Mecca of 90 per cent of our teachers, if they intend to stay in the profession at all, is "The City." All our talk of equal educational opportunity for the children of Manitoba, let alone Canada, is rank hypocrisy as long as this attitude prevails among us.

As the logical solution of the problems of rural education school administrators and teachers usually point to the larger unit of school administration. While I believe that setting up such units is a necessary step I do not think that it is the most essential. History teaches us that where there was a happy and vigorous rural life the nation prospered, but when this ceased it entered a period of gradual but definite decline. Psychology and our own experience teach us that we can obtain true satisfaction in this life only when we enjoy what we are doing. Only whole-hearted effort is successful effort. The implications of the last few sentences, taken in conjunction with what has gone before,

I believe, are obvious. Teachers of vision and ability, who have faith in the potentialities of modern agriculture, an understanding of its importance, and belief in the possibility of living a full life on the farm, must be found and given a normal school training that actually fits them for teaching in rural areas. Nowhere else

is genuine leadership more greatly needed or more greatly valued once it is recognized. Finally, whatever discrimination still exists with regard to financial remuneration between rural and urban teachers should be removed entirely. Only then can we hope to give the children of rural Manitoba a fair deal in education.

Editorial Message

JOHN N. CLARK, B. A.

THE Summer Session, 1947, brought with it many renewed acquaintanceships as well as the formation of new friendships. The spirit of co-operation and goodwill was never more evident than during the summer just past. Once more we use this means to maintain contact between the staff and the student body scattered over several provinces.

We were pleased to welcome Mr. Joseph Katz as lecturer in Teaching and Supervision of English. Those of us who attended his classes felt that we had derived much benefit from the course. We wish him every success as he pursues further education south of the border.

The Summer Session of 1947 was fortunate in having as President of the Council Mr. Wm. Friesen. His wise leadership contributed much to the success of the various student activities and he excelled in the capacity of master of ceremonies at the banquet. Mrs. E. Fallis as convener of the Social Committee and Mr. C. C. Wood, the sports convener, once more revealed their qualities for leadership in their respective fields.

For those who were unable to be present at the banquet, Dr. MacFarlane's timely address has been reproduced. This address will be of in-

terest to all who are concerned with the problems of education today.

Many will be interested in the article written by Mr. J. C. Joslyn, Principal of Melfort High School, Melfort, Saskatchewan, on an educational experiment that has been recently tried in that province.

Readers will notice the innovations that have been made in the Bulletin this year. The Faculty prepared a considerable portion and the Editorial Committee of the Student Council was responsible for their own section of the Bulletin. This change has been carried out with mutual co-operation between the Faculty and the Council. Another innovation has been the inclusion of the student picture. The editor believes that this is the first time that a picture of the student body has been included in the Bulletin since it was first printed ten years ago. We hope that the reader will be pleased with these changes.

The Editorial Committee wishes to express their appreciation to all who contributed to this issue. We wish also to express gratitude to Dean Woods and to Dr. Stein for their help and suggestions. The editor desires personally to thank Miss Beatrice Albright for her assistance in preparing this section of the Bulletin.

The Summer Session Enrolment, 1947

Student Executive

Graduate Summer Session, 1947

<i>President</i>	Wm. Friesen
<i>Secretary</i>	Olive McMahon
<i>Social Committee</i>	Mrs. E. Fallis, Convenor
<i>Sports Committee</i>	C. C. Wood, Convenor
<i>Editorial Committee</i>	John N. Clark, Convenor Bernice Albright, Assistant

Graduate Students of Summer Session, 1947

Some forty-two graduates undertook one or more of the courses offered during the summer session of 1947. These courses included Organization and Management of Secondary Education, Principles of Education, the Psychology of School Subjects, Mental and Achievement Testing, and the Teaching and Supervision of English.

Albright, Bernice, B.A.
Allen, R. W. J., B.Sc., B.Ed.
Barker, F. J. B.A.
Berg, Ernest A., B.A.
Chidley, Geo. W., B.A., B.Ed.
Clark, John N., B.A.
Corriveau, Arthur H., B.A.

Dyck, Henry D., B.A.
Ewanchuk, M., B.A., B.Ed.
Fallis, Mrs. E., B.A.
Friesen, Wm., B.A.
Hoffman, Ethel V., B.A.
Ida-Marie, Sister, B.A.
Joslyn, J. C., B.A., LL.B.
Kiernan, Esther T., B.A.
Korchik, Wm., B.A.
Laxdal, J. K., B.A.
Leonie, Sister Mary
Lucille, Sister, B.A.
Lucow, W. H., B.A.
Mack, O. G., B.A.
MacInnes, Margaret A., B.A.
Maguire, E. M., B.A.
Malach, J. A., B.A.
Menzies, J. H., B.A., B.Ed.
McMahon, Olive, B.A., B.Ed.
Moffat, H. P., B.A., B.Ed.
Moran, Alfred J., B.A., B.Ed.
Norton, Wm M., B.Sc.
Plante, Alice, B.A.
Ridd, John Elwood, B.A.
Theresa, Sister, B.A.
Scurfield, J. M., B.A.
Souter, Agnes J., B.A.
Thom, D. R., B.A.
Tucker, Margaret, B.A.
Voigt, C. D., B.A.
Whitley, Thos. M., B.A.
Wigmore, Audrey, B.A.
Willows, A. D., B.A.
Wilson, A. J., B.Sc.
Wood, C. C., B.A., B.Ed.

In-Service Training of Teachers

J. C. JOSLYN, B.A., L.L.B., Melfort, Sask.

LAST year in Saskatchewan, under the direction of Dr. J. W. Tait, Director of Teacher Training for the province, an in-service training programme for teachers was organized in a number of superintendencies. In addition to the annual fall convention which followed traditional lines, two Teachers' Institutes were held, one in the fall and another in the spring.

At the fall meeting a topic for study was chosen and the teachers and institute groups consisting of not more than half of the teachers were organized. Each institute group was then divided into local study groups. At the second institute held in the spring the groups were brought together again for the discussion and evaluation of their studies.

There was close co-operation with the Provincial Normal School and in many respects the plan might be regarded as an extension service of that institution. The Normal School staff attended as many institutes as possible and the library facilities of the Normal School and Department of Education were placed at the disposal of the local study groups. The Superintendent of Schools and Teachers' Federation Councillor worked in close harmony in the arranging of programmes and the formation of locals. There was guidance and support from the Department of Education but local democratic control by the teachers was maintained.

In the Melfort superintendency the theme "Guidance" was chosen for the fall convention and the whole programme centered around that topic. It was natural then that the same subject would be chosen for further study when the institute met later in the fall. At this meeting, three institute groups were organized and then each institute group was further

divided into local study groups. An outline of the course to be studied was discussed under the leadership of Mr. T. M. Spencer, B.A., M.Ed., Director of Guidance for the province.

During the winter in spite of adverse weather and road conditions all the study groups had at least two meetings, others met three or four times. Three meetings were held in the town of Melfort, which constituted a local study group of the Public School and Collegiate staffs. Panel discussions on guidance topics and the presentation of practical behavior problems were feature of these meetings. Considerable reading and study by individual teachers was necessary for the preparation of these programmes and it was found that in a small group the general discussion which followed was both lively and interesting.

At the spring institute the study groups reported on their activities. Mr. D. E. Mahood, B.A., M.Ed., of the Moose Jaw Normal School, attended this session and made a valuable contribution to the discussion which followed.

While the in-service teacher training plan is particularly valuable under present conditions when many schools are manned by teachers with insufficient training, it is not planned as a temporary measure to meet this need. The older teachers need the stimulus of new ideas if they are to grow in the profession. There is too great a gap between the theory taught in Normal Schools and Colleges of Education and the practical application of it by teachers in the field. It is considered that this plan will do much to bridge this gap and provide an opportunity for the growth and development of teachers in the field.

The Banquet

EVA FALLIS, B.A.

THERE have frequently been suggestions that our Faculty should have more social events. This seems difficult, as some students are in residence on the campus, while others live in the city. Our studies, too, have a way of conflicting with our lighter yearnings. Even the special table in Snack for the "Brains" is impracticable, as some lectures continue through lunch hour. We must be resigned to one evening of frivolity per summer.

We found the banquet very easy to arrange, perhaps because of our previous experience, or because we had willing and capable assistance from Corriveau and Hoffman, who diligently attended to publicity and sale of tickets. The hostess at the St. Regis was very helpful, too, even suggesting the proper place for the punch bowl; perhaps that isn't a bad idea, either.

After he had seen "The Egg and I," we were afraid that Mr. Clarke would open the banquet with "Much Obligated," but his grace proved much more orthodox. We don't think Dr. Stein found in the tomato juice the ingredients he had desired. but its

contents remained a deep and distasteful mystery. The rest of the food was palatable and satisfying.

The group of forty seemed quite small and intimate, and proved an attentive audience for the speakers. Mr. Freisen, as M.C. and president of the Students' Council, welcomed the guests of honor, which included our Dean, Dr. D. S. Woods, Mrs. Woods, Miss Heaney, Dr. Stein, Mr. Katz and Miss Black. Our genial Dr. Stein introduced the speaker.

Although most of us had previously heard Dr. McFarlane, his address (reproduced elsewhere in this publication) offered much food for thought, and his speech was the main subject to be discussed around the Faculty building for several days.

Thanks go to Mr. Willows for indelibly recording the address, and allowing us to conclude the banquet with an accompanied rendition of "The King." The party broke up into groups, most of which visited until a later hour. We heard no criticisms? Was the banquet voted a success unanimously?

The Diploma Year, 1947-1948

ENTHUSIASM and unity are the two words which describe the Diploma Year of 1947-48. For the first time in its history the Faculty of Education elected (in the person of George Bevan) a Senior Stick instead of a president. Under his capable leadership a dynamic council early infused a spirit of drive and co-operation into the whole group of fifty-two students. This can best be seen by a review of the activities of the first term. A float was entered in Freshie Day; at the time of writing this note Education had won the three debates she had entered against other faculties; at a wiener roast in September and a social evening in November there was a ninety per cent turnout and well organized programmes of entertainment; in such sports as basketball Education inflicted trouncing defeats upon other faculties.

Though next season the group will scatter to all corners of the province, so all-pervasive is the feeling of unity among the members that it seems certain there will be many enjoyable reunions in the years to come.

CLASS OFFICERS

Senior Stick:

George Bevan, B.Sc.

Lady Stick:

Elizabeth Fyles, B.A.

Secretary:

Carlyle Mayes, B.A.

U.M.S.U. Representative:

Sidney Perlmutter, B.A.

Social Representative:

Carol Palmason, B.Sc. (H. Ec.)

Debating Representative:

Wally Maclean, R.M.C.

W. A. Representative:

Jean Malcom, B.A.

A.B.C. Representative:

Murray McPherson, B.Sc.

Brown and Gold Representative:

Derek Crawley, B. A. (Hons.)

Dramatics Representative:

Virginia Vlassie, B.Sc. (H. Ec.)

THE FACULTY

(Excluding Class Officers)

Jacqueline Agnew, B.A.
Elsie Baird, B.Sc. (H.Ec.)
Ethel Barclay, B.A.
Kathryn Jean Campbell, B.Sc. (H.Ec.)
Irene Crofts, B.A.
Father Maurice Deniset-Bernier, B.A.
Cae Gillon, B.Sc. (H.Ec.)
Lionel Glaser, B.A.
Alfred Goebel, B.A.
Robert Gordon, B.Sc.
Margaret Hall, B.A.
Naomi Hersom, B.A.
Mae Hodgson, B.A.
Helen Ruth Hooker, B.A.
Margaret Kelly, B.A.
Margaret Kennemore, B.A.
Walter Lint, B.Sc. (Hons.)
Robert McIntosh
Harold McCrea, B.A.
Jean, Mackay, B.A.
Norman McKenzie
Susan MacQuarrie, B.A.
Charlie Markusoff, B.Sc.
Doreen Millar, B.A.
Frederick Merrett, B.A.
Elva Motheral, B.A.
Shirley Mercer, B.A.
Jean Michael, B.A.
Elstan Morris, B.Sc.
John Patterson, B.A.
Margaret Raven, B.Sc.
Robert Roy, B.A.
Carol Sigurdson, B.Sc. (H.Ec.)
George Sim, B.A.
Jean Simpson, B.A.
Eric Sozansky, B.A.
Lloyd Sulymka
John Thistlethwaite, B.A. (Hons.)
Geraldine Warthe, B.Sc.
Geoffrey Wells, B.A.
Thone Wyman, B.Sc. (H.Ec.)
Jim Tereschuk, B.Sc.

Faculty Announcements

ATTENTION is directed to course offerings during the Winter Session at the Broadway site and during the Summer Session at Fort Garry. Students enrolling for the latter who are desirous of securing accommodation in the University Residence should make application, therefor, at an early date to the Office of the Comptroller, and should advise the Dean of the Faculty of Education, not later than January 1st, as to the courses elected for summer study.

Attention is directed, as well, to a new course of study leading to the degree of Bachelor of Pedagogy (B.Paed.). This course of study is intended especially for teachers of experience who will continue in the elementary and junior high schools. It makes provision for academic study adequate to those levels, and beyond, serving the purposes of general education so important to leadership in the teaching profession. It provides for professional study of immediate rather than delayed value to one in the field of professional practice.

WINTER SESSION, 1948

Registration, Broadway site, Saturday, January 10th. Classes commence Monday, January 12, and close Friday, April 3rd.

Course 204. Achievement Tests.

Course 206. Elementary Educational Statistics.

Course 205. Mental Health, Guidance and Clinical Procedures in the Elementary School.

Course 705. Systems of Public School Administration and Supervision.

SUMMER SESSION, 1948

Course 202. The Psychology of Child Development.

Course 209. Diagnostic and Remedial Techniques in Arithmetic.

Course 216. Teaching and Supervision of Modern Languages.

Course 701. Methods of Educational Research.

Course 705. Systems of Public School Administration and Supervision.

Course 711. Personnel Service and Vocational Advisement.

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HOW TO MAKE ARITHMETIC MEANINGFUL LEO J. BRUECKNER & FOSTER E. GROSSNICKLE

Reviewed by FRANCIS L. BOWERS, Principal, J. L. Kinsey School

With the new course in arithmetic "just around the corner," Brueckner and Grossnickle's "How to Make Arithmetic Meaningful" is most timely. The first part of the book is devoted to the philosophy of the meaning approach to arithmetic and to the changing curriculum. These chapters discuss the subject so fully, with such a wealth of material, they make rather lengthy reading for any but the serious student.

For the average classroom teacher, the second part of the book is a gold-mine. In the preface, the authors state that their purpose has been "to present to teachers of the first six grades a concrete practical discussion of methods of teaching arithmetic." At each grade level there are definite suggestions for teaching. With the details of method, the authors give their reasons and the authority for their recommendations. Concise statements which summarize important findings

are included as part of the text, and their source stated in footnotes.

Brueckner and Grossnickle do not write from any ivory tower. They have actually worked with children, and they know what kind of help teachers need. The great value of the work lies in the definite detail that is given. Method is outlined step by step. There are many illustrations, both verbal and pictorial. The writing is clear and concise, easily understood but never dry or uninteresting. For the teacher who is feeling confused, or for the one who has changed her grade group, this book is highly recommended.

At the close of each chapter there is a bibliography and at the end of the book, is a very full index. The ease with which any topic can be found is one of the most valuable features of this very fine reference work. No one will just read the book and put it away. It will be kept where it can be referred to again and again.

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